WOODLANDS SCHOOL

A courageous confident learning community

Teaching and Learning Policy

Reviewed: November 2018
Approved by Governing Body: November 2018
Date of next review: November 2020

AIMS

- We teach pupils the skills, knowledge and understanding to enable them to gain greater confidence to demonstrate as much independence as they possibly can.
- We help pupils to make choices, and provide opportunities for them to become part of the wider community and cope with the demands of Life in Modern Britain in their local community.
- We strive to address physical access barriers to learning for individual pupils by the use of appropriate technology and adaptive equipment.
- We aim to ensure that any additional and different provision needs for individual learners are met through Individual Provision Plans and Personalised Learning Targets.
- We work with pupils to manage challenges that get in the way of their learning.
- We aim to support and encourage pupils’ present and future happiness and wellbeing.
- We strive to make learning fun and enjoyable. We support pupils’ social, moral, cultural and spiritual development, and try to ensure that they benefit from a wide range of activities, both in and outside school that can contribute to this aspect of their development.
- To safeguard pupils from radicalisation and extremism.
- To maximise opportunities for home/school/community liaison and to actively encourage parental and community involvement in the life and work of the school.
- To share advice, support and expertise with other schools, colleges and agencies through the Specialist Teaching and Learning Service.
- To provide members of staff with a comprehensive and supportive programme of Induction, Training, Appraisal and Continuing Professional Development opportunities.
To build Self-Evaluation practices that raise standards in all aspects of school life and are quite clearly at the heart of all Monitoring, Evaluation and Review systems.

LEARNING AND TEACHING

The staff of Woodlands have identified that in order to be effective learning needs to be challenging, motivating, meaningful and fun. Teaching will therefore have to be well planned, stimulating and designed to meet individual needs. It will be varied in its nature to support the range of learning styles encountered and creative in its delivery. Pupils will need to be in an environment that is well organised to promote their learning and have a growing sense of self-esteem through clear recognition of their own achievements.

GOOD TEACHING

Good teaching is the key to effective learning and at Woodlands we understand that there are many key elements that will need to be engaged within the ‘total process’ if our pupils are to make progress. Our understanding of each of these elements is continually evolving as we learn about and adapt our teaching to the changing needs of our pupils.

PRINCIPLES FOR EFFECTIVE TEACHING AND LEARNING

These principles are based on the Teachers’ Standards (DfE, 2011).

1. Set high expectations which inspire, motivate and challenge pupils.

Woodlands School expectations are:

- Lessons are interesting and stimulating to the pupils.
- Learning is meaningful to the pupils and also fun.
- High Achieving pupils are identified and appropriate strategies and activities provided.
- Teaching is age appropriate and based on pupil’s ability.
- High expectations for pupils’ learning, objectives need to be challenging but achievable.
- Clear learning objectives, the evaluation of which is used to inform future objectives.
- Staff are positive and inspiring in their body language, speech and attitudes.
- Personalised learning targets are included in lesson objectives, where appropriate.
• Learning occurs in an effective learning environment which is clutter free, and includes defined areas; meaningful, interactive displays; and age appropriate resources.
• Resources within the classrooms are labelled, and accessible to pupils where appropriate.
• Diversity is celebrated and receives positive recognition through assemblies, displays, stories and themes.

2. Promote good progress and outcomes by pupils.
Woodlands School expectations are:
• Staff have in depth knowledge of the levels the pupils are working at and use these to plan next steps in learning.
• Short term planning includes learning objectives, differentiated teaching and strategies to support outstanding teaching and learning.
• Learning objectives are shared and evaluated with the pupils, and, when appropriate, displayed as a visual reminder for pupils.
• Assessment, including ‘Assessment for Learning’ strategies, is integral to each lesson and is used effectively to assess pupils’ progress, their understanding of their learning and plan next steps.
• Opportunities are provided for pupils to engage in independent learning, according to their level of ability.
• Differentiation in objectives and activities that addresses individual needs is embedded within all planning.
• Learning objectives are delivered through challenging and engaging tasks that are evident in planning and that keep pupils involved and on task.
• Repetition of learning objectives and activities is used to reinforce and generalise learning.
• Effective questioning is central to developing depth of learning, all staff use questioning to extend learning and thinking skills supported by appropriate communication systems and giving time for pupil responses.
• Pupil led learning is encouraged and supported to respond to pupil actions and interests.
• Visual resources, such as symbols, pictures, photos, objects and signing are used to aid learning.
• Variety of teaching and learning styles are used including visual, auditory, kinaesthetic, gustatory and olfactory.
• Class teams have a shared understanding and consistently deliver teaching and learning objectives for the pupils, strategies to be used, and regularly discuss and record progress and next steps.
• Transition discussions between class teams when pupils move to a new class ensure an understanding of pupil’s abilities and strategies to aid learning.
• Discussions with parents include a holistic view of the pupil’s ability and progress.
• Information and key objectives are shared with parents/carers, through curriculum webs, home learning records and online records of progress so that they can support pupils’ learning in the home environment. Liaison is on-going via the home-school diary, sharing information during open evenings, annual reviews and online records. In addition to this homework is provided where appropriate to the needs and level of the pupil.

3. Demonstrate good subject and curriculum knowledge

Woodlands School Expectations are:
• Teachers will demonstrate their subject knowledge through enthusiastic, reflective and inventory delivery of learning.
• Teachers will keep up to date with local and national initiatives in their subject or curriculum area.
• Teachers will keep abreast of current research and development of pedagogy.
• Teachers will share their specialist knowledge or skills with colleagues.
• Teachers will identify their areas for development and seek advice, support and guidance to address these.
• All teachers will promote high standards in English and Mathematics and the correct use of standard English across all subjects and curriculum areas.
• All teachers will have an understanding of and, when relevant, use synthetic phonics to promote reading across all subject and curriculum areas.

4. Plan and teach well-structured lessons

Woodlands School expectations are:
• All lessons have a clear focus with differentiated learning objectives, activities and resources matched to the individual abilities of the pupils.
• Teachers evaluate lessons using the assessment outcomes e.g. EHCP, PLPs, marking to inform and modify future planning.
• Teachers and Teaching Assistants are positive role models, demonstrating enthusiasm for learning during lessons.
• Learning objectives are shared with pupils along with any additional individual objectives. Activities are clearly explained, often through the use of demonstration or modelling. Plenaries are used to discuss pupil achievements, reward good work, recap and reflect and inform pupils of the next step for the next lesson.
• Planning ensures an appropriate pace is maintained to engage pupil attention and enthusiasm for learning.
• Pupils are given time to process information and respond to questions, instructions and tasks.
- Teachers systematically check pupils’ understanding throughout lessons and intervene with changes promptly.
- Lessons are structured according to the needs of the pupils through the use of class timetables, individual timetables, ‘first and then’ boards and other individual strategies.
- All adults in the classroom are clear about their role within a lesson, know which pupils they are working with, understand the pupils’ learning objectives and use appropriate and effective strategies to support learning.
- All adults in the classroom are clear about the appropriate communication systems for individual pupils this may include objects of reference, photos, symbols, signing, electronic communication aids.
- Teaching and learning should take place beyond the classroom utilising other areas of the school and the grounds and within the local community environment.
- Teaching and learning is interactive with pupils actively involved through the use of technology and multi-sensory approaches.
- The learning environment reflects the learning needs of the pupils; it should be purposeful and effective and include appropriate and attractive resources and interactive displays.
- Displays should reflect pupils’ work with an acknowledgment of their name, their achievement and their next steps in learning. Displays should be supported with a range of accessible labels including words and symbols and, if appropriate, the use of communication aids.

5. Adapt teaching to respond to the strengths and needs of all pupils

Woodlands School Expectations are:
- Teachers have in depth knowledge of the levels the pupils are working at which contributes to differentiation in teaching strategies; AFL strategies; learning objectives; activities; questioning; level of support; and pupil outcomes.
- Teachers have a clear understanding of the different needs and approaches to learning for pupils who have SLD, PMLD or ASD, which is demonstrated in the learning environment and the learning styles used including highly structured teaching approaches for pupils with ASD and IMPACTS (Individual, Profile, Assessment, Curriculum, Target Setting) for pupils with PMLD.
- Learning activities are matched to the developmental levels of the pupils which may include sensory; play based; skills based.
- Different learning environments should be used to maximise opportunities for pupils to transfer their skills and develop in their independence skills; e.g. outside learning opportunities, sensory rooms and the local community as a learning resource.
- Appropriate resources are used to suit all learning styles; visual, auditory, kinaesthetic, olfactory and gustatory.
• A range of teaching strategies are used including individual, small group and whole class learning.
• Communication systems used in class reflect all the needs of the pupils, this may include the use of speech, signing, PECS symbols, electronic communication aids.
• Pupils are given time to process information and respond.
• The plenary is used to celebrate pupil achievements, give time for pupil self-assessment on what they have learnt during the lesson, to consider what they have done well and what they could do better, according to their level of ability.

6. Make accurate and productive use of assessment
Woodlands School expectations are:
• Teachers will maintain accurate assessment records which inform the termly assessment updates onto the school’s chosen assessment tools.
• Teachers will analyse assessment data in preparation for Pupil Progress Meetings to identify barriers to learning and interventions to overcome these.
• Assessment is used to inform weekly planning, identify barriers to learning and monitor the impact of interventions to ensure they are effective in enabling accelerated learning.
• Teachers systematically and effectively check pupils’ understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on learning.
• Lesson objectives are based on accurate assessment of prior learning so that progress can be measured and evaluated. Success criteria are clear and pupils are made aware of their successes throughout the lesson.
• Objectives are discussed by class teams so that there is consistency in understanding what is required for a pupil to be considered to have mastered a target.
• Feedback is provided to pupils in a number of ways. Immediate feedback is given through praise or rewards appropriate to the child. Written feedback will be consistent with the school marking policy. All work is available for parents and pupils to review.
• Good work is celebrated during the weekly celebration assembly.
• EYFS staff use Development Matters and IMPACTS to assess and plan for their pupils’ needs leading to rapid progress in learning.
• Targets are presented to the pupils in a form that they can understand.
7. **Manage behaviour effectively to ensure a good and safe learning environment**

Woodlands School expectations are:

- Teachers will organise classrooms and routines within lessons which contribute to management of pupils’ behaviour for example using a structured teaching approach based on TEACCH principles within ASD classes.
- Pupils will be positioned correctly, using appropriate equipment, so that they feel comfortable and safe which contributes to readiness to learn.
- All staff will promote a positive atmosphere within school and positive language is used to encourage the pupils.
- The learning environment should be purposeful, predictable, and calm.
- The timetable is displayed in an appropriate way for the class. Individual symbol timetables or objects of reference are used where appropriate.
- Pupil achievement is recognised and celebrated through immediate praise during lessons, praise and feedback during plenary, receiving the appropriate reward if appropriate and receiving certificates during celebration assemblies.
- When possible, pupils contribute to the development of their class rules and are aware of the school expectations of behaviour. Differentiated behaviours for learning posters should be displayed in classes.
- Concerns around pupils’ behaviour should be discussed with the Behaviour and Safety lead person who will support the development of an Individual Behaviour Plan. Outcomes and strategies should be shared with the class team.
- Planned trips and visits must take account of any concerns of pupil behaviour needs within the risk assessment.

8. **Fulfil wider professional responsibilities**

Woodlands School expectations are:

- Teachers will be supportive of colleagues and will contribute to the development of pedagogy through collaborative work.
- Teachers will take responsibility for their own professional development which may include seeking advice and support from colleagues, multidisciplinary team, in school training, keeping up to date with current information and attending external courses.
- Teachers will deploy teaching assistants effectively in order to make a positive contribution to pupil learning.
- Teachers will share expectations and planning with TAs and value their feedback on how pupils were able to access their learning. It is expected for the planning to be saved in shared school drive in order to ensure teaching assistants and cover teachers have access to planning in the teacher’s absence. Woodlands school also promotes sharing best practice amongst teachers.
• Teachers will communicate effectively and positively with parents sharing and celebrating achievements and raising any concerns promptly.

Assessment, Recording and Reporting
Woodlands School expectations are:
Assessment is seen as a vital part of the learning process, which establishes progress and contributes to future target setting:
• In the annual review report short term outcomes will be set to ensure progression towards achieving the long term outcomes in line with the Education Health Care Plans (EHCP).
• Baseline assessments will be carried out before the end of the first half term.
• Individualised curriculum targets will be set on an annual basis to ensure pupils achieve the end of key stage targets (please refer to assessment policy).
• Data analysis of progress will provide the agenda for the Pupil Progress meetings on a termly basis.
• Pupils at risk or not on track to their targets will have additional interventions implemented; these will be recorded on the pupil provision map.
• Individual pupil learning targets are recorded on Personalised learning plans (PLPs).
• For children working on G4 and above, their progress in English, Maths, Science, ICT and PSED is recorded twice a year
• A range of methods contribute to assessment; this may include questioning and observing, or varying the context as an indicator of understanding.
• A range of evidence can be used to support assessment which may include photographs, video clips, audio clips and annotated work.

EQUALITY AND DIVERSITY
Woodlands School is committed to equality of opportunity for all pupils and staff in which people treat each other with mutual respect, regardless of: age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, gender identity, transgender, sexual orientation, trade union activity or unrelated criminal convictions. We strive to educate, promote and celebrate the wider diversity of society within our school community.
HEALTH AND SAFETY

It is the duty of all staff to take reasonable care for the health and safety of themselves and others that may be affected by their actions. Individual subject policies outline health and safety considerations relevant to that particular subject.

OTHER RELATED DOCUMENTATION

- Curriculum Statement Policy
- Assessment Policy
- Subject Leader Guidelines
- Special Education Needs and Disability Policy
- Inclusion Policy
- Calendar of Monitoring, Evaluation & Review
- Appraisal Policy
- Educational Visits Policy
- Positive Behaviour Policy

ANNEX 1 – LESSON OBSERVATION PROTOCOL

Introduction

This governing body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

Woodlands schools believes that maintaining the quality of teaching is central to ensuring outstanding pupil progress. The school expects 100% of the teaching and learning to be good and outstanding.

At Woodlands school, we follow a coaching model and we believe in the importance of having this model with a framework for supportive but challenging coaching conversations. We strongly believe that embedding a coaching culture across the school will have a positive impact on the quality of professional discussions. It will also allow staff to build on their leadership capability.

The main aim of Woodlands Coaching Model is to continuously develop teaching and learning in order to ensure outstanding outcomes for all pupils at Woodlands School. (see Annex 2)
Observation

This school believes that observation of classroom and leadership practice is important both as a way of assessing teachers’ performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally.

At least 5 working days’ notice of the date and time of the observation will be given. In addition to this, a time will also be booked to do a pre-observation meeting. Line manager and teacher will meet prior to the lesson observation to go over the planned lesson to ensure all aspects of excellent teaching and learning have been taken into account when planning the lesson. Previous areas of strength and development from previous lesson will also be looked into to ensure they have been worked on.

All observations will be carried out in a supportive fashion by those with QTS. In order to ensure that quality is maintained relative to other similar establishments, external professionals, such as LA School Improvement Officers, and senior leaders from partner special schools, will be used to provide an external measure of quality assurance.

The 3 hours statutory limit on classroom observations for appraisal has been removed; the government believes that head teachers and other appraisers should be free to decide how much observation is necessary for them to form an accurate assessment of a teacher’s performance. However, the head teacher may determine that it is necessary to collect additional evidence to help inform the evaluation of teaching standards and school improvement strategies.

This additional evidence may include learning walks, ‘drop-ins’, task observation, reviews of assessment results and lesson planning records. The length and frequency of ‘drop in’ observations will vary depending on specific circumstances. This school will use the findings of each observation, including appraisal observations, for other management requirements (for example subject area reviews), thereby seeking to minimise the total number of occasions on which teachers are observed. When practicable, advance notice of these additional monitoring activities will be provided.

Feedback

Teachers will receive constructive feedback on their performance throughout the year. After an observation has taken place verbal feedback will be provided as soon as possible, preferably by the end of the next school day, in a suitable private environment. Written feedback will be provided within 5 working days.
The teacher been observed has the right to add written comments to the feedback document to the lesson observation pro forma.

Feedback will include discussion with the teacher. Woodlands school strongly believes in the benefits of using both mentoring and coaching strategies as appropriate to empower teachers to become reflective practitioners. During these conversations, and when appropriate, the line manager and the class teacher will discuss what happened during the lesson and mutually agree particular areas of strength as well as any areas that need attention. If required, appropriate action will be determined and written down in the observation pro forma.

In addition to this, after the class teacher has received the feedback from the lesson, the line manager will meet with the class Teaching assistants, to go over the lesson and highlight areas of strength as well as to identify any areas for development that the class team needs to work on.

Woodlands school has moved away from grading individual lesson observations. Effectiveness of teaching and learning will be assessed by evaluating teachers’ overall performance which includes lesson observations, quality of planning and PLPs, pupils’ progress data, marking, behaviour management, leadership and whole school contribution.

**Development and support**

The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.
Annex 2 - Woodlands School Coaching for Lessons Model

Introduction
At Woodlands school we believe in the importance of having a coaching model with a framework for supportive but challenging coaching conversations. We strongly believe that embedding a coaching culture across the school will have a positive impact on the quality of professional discussions. It will also allow staff to build on their leadership capability.

The main aim of Woodlands Coaching Model is to continuously develop teaching and learning in order to ensure outstanding outcomes for all pupils at Woodlands School.

Rationale - Why develop a coaching model?
- In order to develop a unified approach across the school
- To develop a consistent mindset
- To maintain and develop further standards of teaching
- To build leadership capacity
- To develop reflective teachers who will in turn influence and support future teachers and teaching
- To put learning at the heart of the school
- To develop teacher confidence and skills
- To develop critical thinkers
- To develop greater personal independence amongst teachers
- To improve feedback practice
- To develop a creative tool for feedback to teachers

Purpose - What difference will it make?
- More confident reflective teachers becoming open thinkers
- Teachers have improved knowledge and understanding of SEN teaching which they can share with others
• Teachers will have ownership of their professional development
• Teachers working with increased confidence
• A school wide coaching culture
• To develop an open minded approach
• To bring about change in school culture
• Teachers taking greater ownership of their teaching and learning
• Teachers will begin to think ‘outside the box’
• Teachers will become proactive in the learning and teaching
• To do away with ‘persecutors’ and ‘victims’

**Basic principles of effective coaching**

• Coach the Individual
• Know several ways to coach
• Don’t just tick the boxes
• Encourage self-discovery
• Look for the cause
• Be present and focus
• Give direction
• Change their perspective
• Use positive language
• Keep it simple
The Process

Pre Observation Meeting

- Prior to the session, the TEACHER will have to think in detail through all the various aspects of planning e.g. deployment of Teaching Assistants, behaviour management, etc. in order to be able to present a comprehensive overview of the lesson.

- The TEACHER will prepare for the conversation by bringing their lesson plan (with clear learning outcomes, activities and differentiation) and their previous log (if there is one already).

- The TEACHER will explain to the COACH what their plan for the lesson is, including what learning outcomes they want to achieve.

- With less experienced teachers there will be a more detailed conversation to ensure all areas of learning are covered.

- The COACH, through familiarity, will already be aware of any particular circumstances or issues of the class.

- The COACH will raise agreed areas of development from the last observation. The TEACHER will recap on the previous lesson and discuss what they have done to address the areas for development since the last meeting and also what they will be doing in the lesson to be observed.

- The COACH will ask the TEACHER how they feel about the lesson to be observed – how confident?

- The COACH will then ask about any areas that the TEACHER may feel anxious about e.g. specific behaviour, things that could go wrong, etc.
• The focus of the conversation will be on ‘STRENGTHS’ in order to allow the teacher to leave the room feeling confident about the observation to come.

• The COACH – if the lesson is looking good then there is no need to ‘dissect’ the planning for fuller discussion. However if the COACH feels that the TEACHER is not clear about the learning outcomes or the plan for the lesson, she/he might choose to ‘challenge’ the teacher on any particular aspect of the lesson.

• Following the pre observation conversation, the TEACHER may then reflect upon the work planned and make changes as a consequence of that conversation.

**Pre Observation Meeting Questions**

These are examples of some of the questions that can be asked during the pre-observation meeting:

• What were/are your main aims/learning objectives for this lesson?

• Set some context for me – about the pupils, where they are in terms of their achievement in (area) and where they had got to prior to this lesson?

• What were/are your intended outcomes? How will they be/Were they achieved?

• What do you want the pupils to know, understand and be able to do as outcomes from this lesson?

• What do you want your pupils to get out of this session/s?

• What do you want to see happening in the lesson?
- What was/is your thinking?
- How do you want to see your staff supporting learning?
- Where does this lesson fit into your sequence of teaching?
- What have the pupils had to learn in order to get to this point?
- What do they already know?
- What can you learn from this?
- Will some pupils have specific learning/behaviour programmes that it would be good to be aware of?
- On a scale of 1-10, how happy are you with the lesson that you have planned?
- Will every child make progress today?
- How do you feel about the upcoming observation?

Observation

- A school format is used to record what happens during the lesson.
- Videoing the lesson: The Teacher’s iPad is used to video the session. The main aim of the recording is to look at pupils’ engagement and their progress during the lesson.

Aim of recording session:

A key aim for the use of video in the lesson observation process is to allow teachers to take control and ownership of the process of reflection on their own teaching and learning taking place in their lessons. It will enable them to focus on real events and not purely recollection; with the option to pause, rewind and re-watch. It will also give teachers the further option of sharing the work with peers and to request feedback and /or support if wanted.
Protocol for use of video recording in classes

One of the two observers will record the session using the teacher’s iPad. The iPad will be easily accessible or given out to the SLT/MLT member as they come into the room. The observer will record the session to their best of their ability. The focus of the recording will be the pupils’ engagement and the progress they make during the lesson. In addition to this, the teacher might direct the observer to an area/group they are particularly interested in observing. Once the lesson/recording has finished the iPad will be handed back to the class teacher. The teacher will use this video to reflect on their lesson and write their log/review prior to the meeting with their line manager. It is the teacher’s decision, after their team has given their consent, whether they would like to share the video with other teachers in the school or they prefer to delete it.

The teacher will have to disconnect the iCloud on their iPad to ensure the recorded lesson remains private.

Post Observation Meeting

- In preparation for the meeting the TEACHER will write a log / review of the lesson.

- The log will be approximately half a page in length. The TEACHER will cover their areas of strength and perceived areas for development. It is a narrative of the lesson plus the thinking behind any actions taken or not taken. E.g. I felt ........ and so I ........

- The TEACHER will then send the narrative to the COACH who will read it and plan for the Post Observation meeting
- The TEACHER and the COACH will then meet and attempt to bring the narrative together.

- The **TEACHER will tell the story.** The COACH might need to ask further questions to gain a better insight into what was happening in the lesson, e.g. ask about specific parts of the lesson, engagement of the pupil in an activity, in order to agree the narrative.

- The TEACHER will define areas of strength. The COACH may add in and will refer to them throughout the conversation.

- The TEACHER will then define areas for development. The COACH will use coaching type questions – the aim will be to agree the number of areas for development to up to 3 and to decide action points.

- With less experienced teachers there may be more of a focus on development. The COACH might need to switch to mentoring in order to support the teacher in identifying areas of development or strength and to suggest strategies and options.

- The TEACHER will identify what they need in order to achieve their areas for development. The COACH will then confirm the agreed action points for development and how they will be addressed. The COACH will also advise on what support they can give to the teacher.

- The COACH will ask how committed the TEACHER is to the actions and when they will be completed by.

- The TEACHER and the COACH will agree how often and how they will review progress towards agreed actions.

- The COACH will then **THANK** the TEACHER for the lesson.
• **Post Observation Meeting Questions**

These are examples of some of the questions that can be asked during the post observation meeting. The questions are grouped under the 4 areas of the grow model.

**GOAL** – defining what you want to achieve

- Tell me the story of the lesson from your point of view
- What happened?
- What did you intend to happen – did it?

**REALITY** – exploring the current situation and what is stopping the goal from being reached.

- Did the lesson go according to plan? If not what caused that?
- Tell me what was the most sparkling moment as a teacher during the lesson
- What I think I saw is.......... What was your perception of this?
- Talk about the variety of activity you engaged the pupils in – how appropriate and well balanced was it?
- Tell me about how you deployed the TA’s. What was your thinking behind this?
- How pleased were you with.....?
- What went well in the lesson?
- Who worked the hardest in the lesson? - Teacher/TA/Pupils
- What did you like about what you did?
• What informed the decisions that you made today?
• What I liked was...
• Which parts of the lesson really worked well for you?
• How pleased were you with this part of the lesson?
• How did you feel during the lesson?
• What were the results of your planning?
• How did the pupils feel?
• What did you intend to achieve? Did you achieve it?
• What did you do to move towards achieving this aim?
• What did make you feel successful in the lesson?
• What did the pupils’ responses tell you?
• What did you notice about your performance?
• How do you know if pupils are making progress?
• Is there anything you were less pleased with? What factors impacted here?
• What would count for you as evidence of progression that occurred in the pupils learning in the lesson?
• What has the impact been of this work on the pupils’ learning?
• What single thing that went well are you going to try to do more of?

**OPTIONS** – coming up with ideas for reaching the goal.

• What is happening about this now?
• What do you have that you are not using already?
• If that lesson was on film how would you edit it to make it even better?
• If you could make changes - what would you differently?
• Among the things that you were less pleased with (if any) what is the most urgent for you to work on / improve? How do you think you should go about this?

• Was there anything in your teaching of this lesson that you need to work on in your general teaching?

• How could you improve the learning for X?

• How might you further develop this work?

• What different communication might you have with the class staff next time?

• What could you do to change the situation?

• What possibilities for action do you see?

• What options do you have?

**WILL/WHAT/WAY FORWARD** – what you will do.

• Select two things that went well that you are going to build on.

• What will you gain if you take action?

• What support do you need? Who could help you with this?

• If you could do it again – what would you do differently?

• What will it be like when you *can* do that?

• Would you choose an option that you could act on?
Points to note:

- The COACH and the TEACHER go in and out of mentoring as needed.

- Informal as well as agreed formal conversations will take place on a fairly regular basis to support a detailed understanding of the class and its workings.

- Working with less experienced teachers or experiencing difficulties may necessitate a variation of the process described.
### ANNEX 3 – LESSON OBSERVATION FORMAT

**Teaching and Learning Observation Record**

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Date:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject:</td>
<td>Staff:</td>
<td>Observer/s:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current School T&amp;L Priorities:</th>
<th>Previous T&amp;L Areas for Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>•</td>
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<td>•</td>
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</tbody>
</table>

**Evaluation:** What happens and with what impact? E.g. Give examples, what difference has the teaching in this lesson made to the child?

Opportunities for spiritual, moral, social and cultural development of pupils including ‘pupil voice’:

Impact of any individual or whole school training in evidence? E.g. AfL, signalong.

The quality of support provided by support staff

- □ is outstanding
- □ is good
- □ requires development

The use of consistent and effective behaviour management strategies
<table>
<thead>
<tr>
<th>T&amp;L Strengths:</th>
<th>T &amp; L Areas for Development:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is it about the teaching that is having the greatest impact on the quality of learning?</td>
<td>What is it about the lesson that needs to be developed further to improve the quality of teaching and learning?</td>
</tr>
</tbody>
</table>

**How T&L Areas for Development will be addressed:** E.g. Any support to be provided by the school?

**Signature of observer:** ________________________________________

**Feedback Agreed and discussed with teacher:** ________________________________________

**Teacher’s comment (optional):** ________________________________________

Introduction

This policy sets out expected practice in relation to curriculum and lesson planning. It describes the principles upon which planning is based, the key aspects of practice that characterise planning in the schools and important considerations in relation to arrangements for long-term, medium-term and short-term planning.

The purpose and function of planning

The school is committed to providing the best possible learning environment for pupils. In doing so, it is recognised that effective planning for teaching and learning is essential to ensure that pupils make the best possible progress in the context of a broad and balanced curriculum.

This highlights the fact that main purpose of planning at Woodlands is to:

- Help teachers to organise their thoughts and ideas with relation to learning activities and pupils’ outcomes, the structure and content of a lesson, taking particular account of pupils’ progress and attainment in previous lessons;
- Ensure that learning is differentiated and needs of all pupils are catered for;
- Ensure right curriculum coverage;
- Share information with other staff that are involved in teaching and learning of pupils to support their professional classroom practice;
- Act as a point of reference e.g. Script for the lesson (sometimes script for session will be included in lesson plan to help with lesson delivery e.g. story script) or to provide more detailed information when lesson will be covered by somebody else;
- Support recording and planning new strategies and ways of working with pupils or recording of key questions pupils will be asked or use of any resources;

Planning at the school strives to be non-bureaucratic, does not generate excessive workload for staff with teaching responsibilities and allows teachers to concentrate on their core responsibilities for teaching and learning. It is also part of a streamlined whole-school approach to record keeping and assessment.

The format for planning is determined by each teacher on the basis of their professional judgement and is written in a way that supports the ability of other
members of staff to work alongside the teacher where appropriate. Model short term planning formats that were developed and tried by teachers are provided by the school as examples of best practice. Teachers can adapt those formats.

Lesson planning does not require excessive detail about the structure and content of the lesson. The effectiveness of lesson planning is demonstrated through its impact, not through its length or degree of detail.

Lesson planning at the school is expected to set out:

- The learning objectives for the pupils involved.
- How it is intended that these objectives will be achieved for different groups of learners, for example, how LO will be shared and evaluated (introduction and plenary), how LO will be delivered and differentiated as part of main activities.
- How children will be involved as part of planned activities, for example, how children will be involved in evaluation, how independence of children will be promoted, will they work in pairs or groups, and how adults will support them.

There is no expectation that teachers’ short-term planning should:

- Identify specific learning objectives or activities for individual pupils e.g. copying PLPs. However for planning to be effective children’s PLPs need to be a starting point for planning.
- Include examples of AfL unless part of the lesson objective is introduction of new AfL strategy.
- List resources, ICT links/resources and vocabulary used.
- Include information on how SMSC is taught.

Short-term plans relate to the school’s agreed medium-term and long-term planning frameworks

Teachers are expected to base their short-term planning on the agreed medium-term and long-term planning frameworks in place in the school. While the professional judgement of teachers in respect of the format of planning is important, it is accepted that an effective means of achieving this is through the generation of short-term plans based on medium-term and long-term plans. Teachers are therefore not expected to produce short-term plans from scratch from blank sheets of paper.
Collaborative approaches to planning

While there may be circumstances where the professional judgement of teachers indicates that planning cannot be produced jointly between teachers, the school is committed to collaborative approaches to planning wherever possible as they promote professional discussion and can ensure effective use is made of staff time by limiting duplication of planning-related work. Collaborative planning and sharing of short term plans on the school server are important elements of action being taken at the school to drive down teacher workload.

We recognise that effective teaching and learning will not take place without the collaboration of staff teams. Therefore teachers will strive to engage staff in the planning process and will share short term plans with teaching assistants in order to:

- Ensure that Teaching Assistants know exactly what to do in order to support pupils.
- Enable Teaching Assistants to plan and deliver activities for pupils.
- Engage Teaching Assistants in any assessment of learning.

Teachers’ planning makes effective use of ICT

Teachers are not expected routinely to produce paper versions of lesson plans. The use of information and communications technology (ICT) resources for planning is strongly encouraged as it allows existing plans to be adapted, refined and amended quickly and efficiently to take account of the specific needs of different groups of pupils or where teachers wish to explore alternative teaching and learning approaches.

Staff are given their contractual and statutory right to planning, preparation and assessment time

The school recognises fully that the purpose of guaranteed planning, preparation and assessment (PPA) time is to enable teachers to raise standards through a combination of individual or collaborative professional activities, including planning. It is also intended to improve teachers’ work/life balance and to ensure that they are best able to concentrate on their core professional activities. All staff with teaching commitments are therefore given full access to at least their statutory minimum entitlement to PPA time in a way that respects
their ability to use their professional judgement to determine how best this time
is used. The operation of PPA time in the school is fully compliant with the
provisions of the School Teachers’ Pay and Conditions Document (STPCD) as
demonstrated by:
• its inclusion in the timetable;
• its organisation into blocks of at least half an hour in length;
• robust arrangements that ensure that teachers’ rights to their full
entitlement of PPA time are guaranteed; and
• equating it to at least 10% of timetabled teaching time for each teacher.

In addition, where whole school or key stage medium-term and long-term
plans are developed, sufficient time is allocated for their activity in a way that
does not increase the workloads of staff with teaching commitments.

**Monitoring of planning focuses on its quality and impact**

Given that short-term plans are primarily for teachers’ own use, there is no
routine requirement that short-term plans must be monitored by line managers
or members of the senior management team every week. Plans may be used as
a basis for professional discussion about practice as part of the school’s agreed
performance management arrangements or may be sampled periodically as
part of wider strategies focused on specific aspects of teaching and learning
throughout the school. This could be done through learning walks or subject
leaders monitoring activities.

**Teachers new to school or teachers experiencing difficulties**

For teachers new to school/ new to SEN regular reviews of planning might be
agreed with their line managers as part of their Induction. Equally if teacher is
experiencing difficulties and is not meeting all teacher standards regular
reviews of planning might be agreed as part of the support plan. Reviews and
support of planning is seen as tool to help teachers to develop and improve
their teaching practice. Also, for new teacher, planning may needs to be more
detailed as it has many benefits, for example, help to develop structure/
routines which are important for new teams.
Planning format example 1.

<table>
<thead>
<tr>
<th>Week commencing: 24&lt;sup&gt;th&lt;/sup&gt; April 2017</th>
<th>Topic: Groovy Greeks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key workers:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>MONDAY</strong></td>
<td><strong>TUESDAY-SB ELKAN (MILLIE COVER)</strong></td>
</tr>
<tr>
<td>Good morning</td>
<td>Good morning</td>
</tr>
<tr>
<td>AM work: Sensory materials/Messy Play- shaving foam, cornflour, lentils, rice etc. AK and HD: Running AP and AB Physio</td>
<td>AM work: Numicon, beads, sensory trays. AK and HD: Running AP and AB Physio</td>
</tr>
</tbody>
</table>

<p>| <strong>WEDNESDAY</strong>                             |
| AM work: small world house play- dolls house, large dolls, and plastic dolls house AK and HD: Running AP, PP and AB Physio |</p>
<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Table Cricket</th>
<th>Learning outcome</th>
<th>Swimming: Harrow Leisure</th>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main</strong> PPT- non fiction- Daily Greek life. Explore props.</td>
<td><strong>Main</strong> At the School library. Allow child access to topic themed books. Child to choose books they are interested in and ask adults to read. Adults to encourage children to look at books and point to pictures. Adults to ask simple questions. Adults to use SALT packages and sets.</td>
<td><strong>Main</strong> At the School library. Allow child access to topic themed books. Child to choose books they are interested in and ask adults to read. Adults to encourage children to look at books and point to pictures. Adults to ask simple questions. Adults to use SALT packages and sets.</td>
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</tr>
<tr>
<td><strong>Differentiation</strong> H, AV, AK, M- To explore props and engage in communicating about experiences. AB, AA, PP, - To comment and discuss the props and ppt. AP- To ask questions about Greeks. (SALT PLP)</td>
<td><strong>Differentiation</strong> At the School library. Allow child access to topic themed books. Child to choose books they are interested in and ask adults to read. Adults to encourage children to look at books and point to pictures. Adults to ask simple questions. Adults to use SALT packages and sets.</td>
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<td><strong>Differentiation</strong> Ch working on individual reading and SALT PLP targets 1:1. Child looking at books independently.</td>
</tr>
<tr>
<td><strong>Plenary</strong> Recap work- what have we been learning?</td>
<td><strong>Plenary</strong> Recap work- what have we been learning?</td>
<td><strong>Plenary</strong> Recap work- what have we been learning?</td>
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<td><strong>Plenary</strong> Recap work- what have we been learning?</td>
</tr>
</tbody>
</table>

**Table Cricket**

- **Learning outcome**
  - To use a tool to write (ALL)
  - To write our name (AV, AA)
  - To write letters from our name (HD, AK, M,)
  - To use full stops/capital letters/finger spaces (AB)
  - To type sentences (PP)
  - To work on writing a story (AP)

**Swimming: Harrow Leisure**

- **Learning outcome**
  - AB, AP (often also AA)

**Swimming**

- **Learning outcome**
  - To listen to a story and look at books (ALL)
  - To choose a book (ALL)
  - To turn pages one at a time (AK, M)
  - To look at pictures in the books (ALL)
  - To answer simple questions (Ath, U, TJ, An, AND)
  - To point to a picture of interest (ALL)
  - To work on SALT targets (ALL)
Learning outcome To use numbers (ALL) To work on Number PLPs (ALL)
Intro Number song. Share lesson learning objective and SC. Introduce topic- Greeks.
Main large printed Olives and large numicon. Split groups 1 use to count in 2s, Group2 count. At the tables use Olives to count and as a aid to add/subtract.
Differentiation AK, H, AV M- Use Olives to count . AV, M 1-4. H, AK- 6-10.
AA, PP, AB, AP- use Olives to support addition and subtraction see PLPS.
Plenary what have we been learning cards- discuss- and reward box.

Learning outcome To use numbers (ALL) To work on Number PLPs (ALL)
Intro Number song. Share lesson learning objective and SC. Introduce new topic- Greeks.
Main Straight to tables - work with numicon, greek vases sequencing, using stones to count with numicon
Differentiation AK, H, AV M- To find the greeks hidden in sensory trays count. AV, M 1-4. H, AK- 6-10. AA, PP, AB, AP- work with worksheets on greek army addition.
Plenary what have we been learning cards- discuss- and reward box.

Learning outcome To use numbers (ALL) To work on Number PLPs (ALL)
Intro Number song. Share lesson learning objective and SC. Introduce new topic- Greeks.
Main Straight to the tables- work with numicon and sensory trays-
Differentiation AK, H, AV M- To thread pasta number bonds to 10 (e.g. 6 blue and 4 red). Use comm boards/visuals- how many?
AA- To thread pasta number bonds to 10 (e.g. 6 blue and 4 red). Use comm boards/visuals- how many?
AV M- To thread pasta number bonds to 10 (e.g. 6 blue and 4 red). Use comm boards/visuals- how many?
AB,AP,PP - To thread pasta and practise addition/subtraction (e.g. 10 blue and 4 red). Use comm boards/visuals- how many?
<table>
<thead>
<tr>
<th>Playtime</th>
<th>Phonics</th>
<th>PPA PM</th>
</tr>
</thead>
</table>

### TOPIC afternoon

**Learning outcome**

- To engage with peers from ST B (ALL)
- To engage in the props (ALL)
- To answer questions at blanks 2 (P, AP, )
- To answer questions at blank 1 (AK<AV<M<AA)

**Intro**

Greek song.

**Share lesson**

Learning outcome - To learn about the 5 pillars of Islam

**Intro**

Intro to Islam (topic for the term) and explore some items relating to the religion.

**Main**

Powerpoint on 5 pillars of Islam – exploring objects relating to each pillar and watching video on prayer and pilgrimage

**Plenary**

PE Learning outcome - To engage in a team game (ALL) To engage with peers in a team game (ALL), To keep score in a game

**Intro**

Olympic games – link to Greek topic - warm up of Olympic game – imitating different sports e.g. running, javelin, jumping – stretching – imitating teacher

**Differentiation**

Learning outcome - To explore emotions (ALL), To identify emotions (ALL) To say what makes us feel happy, sad, angry.

**Intro**

Special name song.

**Share lesson**

Learning objective and SC.

**Main**

Role play with individuals and adults the feelings- play game roll the feelings dice- adult and children imitate/act the feeling.

**Differentiation**
**learning objective and SC. Introduce topic - Greeks.**

**Main PPT and props -** we are learning about the Greek God of water – Poseidon. Explore sensory props that link to water and storms and engage in story. Water based art work. Mixed media stormy sea painting/sticking/drawing and cut and stick boat/god of water.

**Differentiation**

AK, H - To engage with the props and imitate modelled art work
AV, M - To engage with props and St B children
AB, AP, AA, PP - To answer simple Ch to tables to do 5 pillars worksheets

**Differentiation**

AP and PP – match word labels to the symbols on each pillar and talk about what each pillar means – recall what we were exploring in the intro
AB, AA, AV, AK, H, M – match photos to symbols on each pillar – labelling what each pillar is

**Plenary**

What have we been learning cards - discuss and reward box.

**Main**

Practise throwing bean bags into a net to focus on aiming object towards a target.

Split into two teams – red and blue – play game of Boccia – focus on rolling ball towards the target

**Differentiation**

AP and PP – to keep score in Boccia game with adult support
AB – to engage in game for 15 mins
AV, M, AA, AK, H – to engage with peers in their team during game

**Plenary**

Look at scores – who were the winners? Praise different pupils for what they did well and encourage pupils to praise their team mates for what they did well

**Group 1**

- To make Happy, Sad and angry masks with paper plates,
  AV, M - to identify happy, sad and angry feelings
  AK, H - to identify happy and sad feelings.

**Group 2**

- When I feel happy I can…
  AB, AA, - to link simple behaviours with feelings e.g. smile with happy, cry with sad.
  AP, PP - To link behaviours with feelings- and communicate ideas e.g. sad - go to a quiet place/do something I like etc.

**Plenary**

Did you need help? Or work by myself?

**Ext**

Feelings game from busybees on IWB.
| **Music** | **Science** (AB, AP, PP rock climbing)  
Learning outcome: To explore sand and shells (ALL) To sort rocks with different properties  
Intro: Attention  
Autism activity – sifting sand and building sand castles  
Main:  
Activity 1: –sifting the sand to find rocks and shells– sorting them  
Activity 2: Adding water to the sand and exploring the different texture – building sand castles with cups and using shells to decorate  
Differentiation: AV, M, AK, H – exploring sensory trays and experiencing different textures of the sand and shells  
AA – labelling rocks, shells, sand  
**Well done assembly.** |
|---|---|
| **Learning outcome**  
**To explore how different greek songs make us feel**  
**Intro** Intro topic of Greeks and talk about different emotions e.g. happy/sad/excited/bored  
**Main** Greek song chooser – ch to choose different songs and listen to them. Ch can move how they want to the music. After each song – reflect on how it made them feel  
**Differentiation**  
AP, PP, AB, AA – how songs made them feel – happy/sad/bored/excited (AP extension: why they made her feel like that)  
M, H, AV, AK – did they like/not like the |  
| **Plenary:** Clean up-Recall and recap story and look at art work- celebrate!  
|  
| questions about the story and recall.  
(B2) To engage in art work.  
|  
| **Intro**  
Intro topic of Greeks and talk about different emotions e.g. happy/sad/excited/bored  
**Main** Greek song chooser – ch to choose different songs and listen to them. Ch can move how they want to the music. After each song – reflect on how it made them feel  
**Differentiation**  
AP, PP, AB, AA – how songs made them feel – happy/sad/bored/excited (AP extension: why they made her feel like that)  
M, H, AV, AK – did they like/not like the |  
| Well done assembly. |
| Song, want more/finished – symbols to support on the board | **Plenary** what have we been learning cards- discuss- and reward box |

Planning format Example 2.
<table>
<thead>
<tr>
<th>Week</th>
<th>Learning objectives:</th>
<th>Week</th>
<th>Learning objectives:</th>
<th>Week</th>
<th>Learning objectives:</th>
<th>Week</th>
<th>Learning objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>To explore pictures of different pottery using clay. To decorate a template of a pot using art materials.</td>
<td>2.</td>
<td>-To explore and comment on a range of Ancient Greek pottery -To recreating famous Greek pottery using a range of materials</td>
<td>3.</td>
<td>-To explore and comment on different types of Greek comedy masks -To use techniques such as flattening and joining when making a mask</td>
<td>4.</td>
<td>-To handle a malleable material effectively to create Greek pottery</td>
</tr>
<tr>
<td>5.</td>
<td>-To select resources and tools to develop a design.</td>
<td>6.</td>
<td>-To explore and comment on different types of Greek comedy masks -To name and select colours when painting a mask</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Intro:** Fir class day
special helper to
show the Art object
of reference and the
symbols the class
peers.

**Main:** explain that
we are learning
about Greeks; today
we are looking at
the pictures of
different pottery
pictures.

**Activity 1:** children
to use their
communication
book to comment
and use attributes
of the Greek

**Intro:** OOR,
song; share ind
targets

**Main:** Recap last
week’s lesson by
showing the children
their painted plates
and encouraging
them to describe
what they did
during the
previous lesson.
The children will
be shown the
'Ancient Greeks'
PowerPoint of
different art work
from Greece. Encourage each

**Intro:** OOR,
song; share ind
targets

**Main:** Share the ‘Greek
artwork’ PPT with
the children
encouraging
them to
comment
different types of
art (paintings,
statues and
pottery).
Introduce the
children to Greek
theatre and
comedy masks
explaining why

**Intro:** OOR,
song; share ind
targets

**Main:** Recap from last
week: Show the
children their
pots design and
explain that they
will now be using
clay to make
their own pots.
Share the
pottery PPT for
the children to
explore a range
of different pots.

**Intro:** OOR,
song; share ind
targets

**Main:** The children will
be shown a
range of Greek
pottery and will
be encouraged to
comment on
what they see,
the patterns size
etc... They will
also be
encouraged to
choose which
pots they like.

**Activity:**

**Intro:** OOR,
song; share ind
targets

**Main:** Revisit last week’s
lesson by
encouraging the
children to
comment what
they did (with the
help of
photographs).
Show the children
a range of different
Greek comedy
masks and
encouraging them
to describe what
colours they can
pottery.

**Activity 2:**

Children to follow teachers's model to decorate their own pottery picture using materials including glue and glitter and shiny cut paper.

**Plenary:** Self assessment of work - did they like/not like the work. Stand up and show their work together.

Children to participate in tidying up and cleaning.

of the children to identify what they can see and to comment on their colours using their communication boards.

Activity: The children will be encouraged finish off their Greek plates by decorating a motif to place in the centre of their plates and attaching the handles to it.

- To use the plaster to flatten and join when covering their masks (with reduced adult support)
- To mould the handle the clay (rolling it) and to begin to mould their pots with some adult support (an adult to model).
- To handle the plaster with adult help.

Activity:

The children will be encouraged to use clay to create their own Greek styled pots. The children will also be encouraged to create designs and make a range of marks on the pot using different tools.

- To choose writing tools and resources he would like to use independently and to comment on aspects of their work.

The children will be encouraged to use writing tools and other resources to design their own Greek pottery, using a template worksheet.

- To use their hands to explore and mould the plaster with adult support.

**Activity:**

The children will continue working on their masks that they started last week. They will be encouraged to identify and select the paint colours that they would like to decorate their masks in using their communication boards.

**Plenary:**

Discuss what the
support.
- To take part in the activity and experiment with different resources when creating their plates with some adult support.

**Plenary:**
Chn to look at their work and others in the circle. Chn to use smiley faces to assess their work and a friend’s work. Congratulate them. Tidy up and sing clean up song.

**Plenary:**
Go round the circle and praise good work. What did you like about today’s work?
Congratulate them. Tidy up and sing clean up song.

**Plenary:**
Chn to look at their work and others in the circle. Chn to use smiley faces to assess their work and a friend’s work. Congratulate them. Tidy up and sing clean up song.

**Plenary:**
Go round the circle and praise good work. What did we do today? What did we use? Did you like today’s work?
Congratulate them. Tidy up and sing clean up song.

**Plenary:**
Children have done and the different resources and techniques they used to create their work. Congratulate them. Tidy up and sing clean up song.
Subject: Maths
- Number, Money Time

Term: spring 2

Overall Aims:

**Number** - We are learning to count, recognise, order and do simple calculations. To experience number through a range of sensory activities.

**Money** – We are learning to explore, experience and use money in everyday situations.

**Time**

<table>
<thead>
<tr>
<th>Theme</th>
<th>Monday - number</th>
<th>Tuesday - number</th>
<th>Wednesday Money</th>
<th>Thursday Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>To practice counting numbers up to 6</td>
<td>To practice counting numbers up to 6</td>
<td>To exchange a coin for an item. To exchange 1p coins up to 5 to buy different items in the pretend shop.</td>
<td>To look at the morning time table. To play the game: ‘day or night?’ from a choice of two pictures on the IWB.</td>
</tr>
</tbody>
</table>

**Intro:**
Show the maths object of reference and numbers to the class peers. Watch and listen to the

**Intro:**
Show the maths object of reference and numbers to the class peers. Watch and listen to the

**Intro:**
Intro: Listening to maths song on IWB while object of reference is passed around. Children to look at the targets of the lesson on IWB.

**Main:**
counting song.

Explain children that they are going to learn counting

Students to go from station to station in groups of two.

**Station 1:** Build up a tower using the amount of blocks according to the targets

**Station 2:** In a tray with water place the correct amount of ducks according to the laminated sheet in the water and according to the target

**Station 3:** String bead to count according to your target.

Main: **1st activity:**
To exchange money for an item while listening to the ‘5 currant buns’ song.

**2nd activity:**
K,O To exchange 1p coins up to 5 to buy different items in the pretend shop. N, D, J to exchange money for items in a role play activity A, to explore 1 and 2p coins – interact in exchanging play

**Plenary:** Teacher s to assess children’s work and based on that decide if they will get their reward or not.

**1st activity:**
To attend a ppt about day and night. Children to explore watches, sand timers.

**2nd activity:**
Tell children that today we are going to sort/sequence/explore pictures of activities we do at night and activities we do during the day.

**3rd activity:** (optional if time left)
Play the game: ‘What do you do in the morning?’ on the IWB.

**Differentiation:**Please see plp targets.

**Plenary:** children to self assess after their work using symbols or word
<table>
<thead>
<tr>
<th>Differentiation</th>
<th>Differentiation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>D/N To count up to 3</td>
<td>D/N To count up to 3</td>
<td></td>
</tr>
<tr>
<td>K/O To count up to 5</td>
<td>K/O To count up to 5</td>
<td></td>
</tr>
<tr>
<td>A/J To count up to 2</td>
<td>A/J To count up to 2</td>
<td></td>
</tr>
<tr>
<td>Plenary - Afl</td>
<td>Plenary - Afl</td>
<td></td>
</tr>
<tr>
<td>MONDAY</td>
<td>TUESDAY</td>
<td>WEDNESDAY</td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>MORNING ROUTINES</strong></td>
<td><strong>TRANSITION / SETTLING / PHYSIO</strong></td>
<td><strong>TRANSITION / SETTLING / PHYSIO</strong></td>
</tr>
<tr>
<td>Kevin posting medium size objects.</td>
<td>Students are to go on the mat for they stretches</td>
<td>Students are to go on the mat for they stretches</td>
</tr>
<tr>
<td>Swimming: Jisu doesn’t swim</td>
<td>Livia will use standing frame</td>
<td>Livia will use standing frame</td>
</tr>
<tr>
<td>Jisu-to go on the mat for her stretches</td>
<td>Jisu- (not standing until further notice) stretches over the exercise ball, side lying</td>
<td>Jisu- (not standing until further notice) stretches over the exercise ball, side lying</td>
</tr>
<tr>
<td>Gabriela (stretches in the pool)</td>
<td>Mohammad G. standing frame.</td>
<td>Mohammad G. standing frame.</td>
</tr>
<tr>
<td>Muhammad G. (stretches in the pool)</td>
<td>Gabriela to keep head in midline for 5 seconds when in supported cross-legged sitting</td>
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</tr>
<tr>
<td>Kevin (turning over from front to back and stretches in the pool, pulling clothes off –upper body)</td>
<td>Kevin: leg stretches, arm stretches and sitting down and standing up from the chair</td>
<td>Kevin: leg stretches, arm stretches and sitting down and standing up from the chair</td>
</tr>
<tr>
<td>Mohammed (undressing and dressing, gliding for 1 meter)</td>
<td>Follow handling procedure and individual physio plans.</td>
<td>Follow handling procedure and individual physio plans.</td>
</tr>
<tr>
<td>Livia (stretches in the pool, intensive interaction)</td>
<td>Students return to their static chairs for the next session.</td>
<td>Students return to their static chairs for the next session.</td>
</tr>
<tr>
<td><strong>GOOD MORNING</strong></td>
<td><strong>GOOD MORNING</strong></td>
<td><strong>GOOD MORNING</strong></td>
</tr>
<tr>
<td>With alternating students.</td>
<td>With all students</td>
<td>With all students</td>
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<tr>
<td>Tues. Wed. Thu.</td>
<td>LIVIA</td>
<td>LIVIA</td>
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<tr>
<td>L.I.V.I.A session (15 min)</td>
<td>L.I.V.I.A session (15 min)</td>
<td>L.I.V.I.A session (15 min)</td>
</tr>
</tbody>
</table>

**Communication**

Then: Mohammad G. – Eye-gaze computer
Gabriela to keep head in midline for 5 seconds when in supported cross-legged sitting
Mohammed sensory diet exploring materials: playdough, self-organising-block tower
<table>
<thead>
<tr>
<th>Cognitive</th>
<th>Tactile play</th>
<th>ICT</th>
<th>COMMUNICATION</th>
<th>ICT/PLP</th>
<th>TACTILE PLAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep for learning: brushing or a hand massage (use cognitive brain music)</td>
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<tr>
<td>Kevin: to hold small to medium size object</td>
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<tr>
<td>Muhammad G and Jisu: grasping and releasing</td>
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<tr>
<td>Gabriela-tactile stimulation and smell</td>
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<tr>
<td>Livia-tracking, tactile stimulation and smell, moving hands when exploring</td>
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<tr>
<td>Mohammed completing an activity at the table, exploring</td>
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<tr>
<td>Repeat from last week:</td>
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<tr>
<td>Blue Playdough: hand skills</td>
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<td>Grasping, squeezing, tearing, flattening some pupils can roll coactively with an adult.</td>
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<td>Placing the blue playdough on the template of the Greek flag.</td>
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<tr>
<td>Use opportunities for communication: more, finished, like don't like</td>
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</table>

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<tr>
<th>PSED</th>
<th>Snack/changes:</th>
<th>ICT</th>
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<tbody>
<tr>
<td>Kevin: communication, requesting with appropriate switch</td>
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<tr>
<td>Mohammad S. (needs fidget toy): communication, requesting and pressing the switch (ICT), putting the cup down</td>
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<thead>
<tr>
<th>Cognitiv e. Continued</th>
<th>TACTILE EXPLORATION</th>
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<tr>
<td>LUNCH/TRANSFERS/CHANGES</td>
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<td>INDIVIDUAL PLP’s</td>
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<tr>
<td>Kevin &amp; Mohammad S. (one to one) gross motor outside. Wet weather –soft play or in the classroom: Intensive Interaction</td>
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<td>Livia: feeding program</td>
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<td>Jisu (feeding) ICT switch toys or video (she likes watching children singing or playing) with switch.</td>
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<tr>
<td>Mohammad G. tasting program, feeding, manipulating objects placed on his tray.</td>
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<tr>
<td>Gabriela- Home</td>
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<tr>
<td>Kevin and Mohammad PLP (scooping/loading the spoon, verbal and elbow support only)</td>
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<tr>
<td>Livia outside for a walk or on the mat visual stimulation</td>
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<td>Jisu (feeding) ICT switch toys or video with switch.</td>
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<tr>
<td>Song choices/tactile experiences (props)</td>
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<td>PLP-tubs</td>
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<td>Mohammed S using switches</td>
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<td>Livia incidental activation and responses to visual and audio stimuli</td>
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<td>Kevin: two hands switching</td>
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<tr>
<td>Livia &amp; Muhammed-foot spa</td>
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<tr>
<td>Kevin IWB 2 switch work</td>
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<td>Jisu- bubble machine</td>
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<td>Mohammad-lights in the tent (alternate)</td>
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<tr>
<td>COMMUNICATION 10.45-11.15 multisensory room</td>
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<td>Choices:</td>
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<td>Use activities from children’s tubs</td>
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<td>Jisu to choose a location (PLP)</td>
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<td>M.G. taking turns in vocalising/initiating interaction (I.I.)</td>
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<td>Gabriela Intensive. Interaction</td>
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<td>M.S. Intensive. Interaction</td>
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<td>Kevin Intensive Interaction</td>
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<tr>
<td>Refer to PLP’s and Use activities from children’s tubs when I.I.is not working.</td>
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COMMUNICATION GOOD AFTERNOON
Greetings. Day of the week: feel and smell
TOPIC
Groovy Greeks
Sensory story: Carnival
2 groups: girls and boys
Preparation for the festivities:
"Beauty Parlour": clay masks, foot spa, dressing up, perfumes (use essential oils)
Feast: table prepared with feta, garlic, olives, bread, yoghurt (change food items weekly)
Relaxing Greek music in a background

TOPIC
Experience a range of materials, colours, tools through their senses and explore them with support

Herb basket:
Use herbs from outside, explore then glue on the template of the basket.

PSED
Tac Pac
Massage with scented oil.
Tac Pac: focus on communication and sensory awareness, sense of touch, sight and hearing
Work on recognition and anticipation of touch sensation, create opportunity to express like and dislike
Massage: focus on
Accepting stimuli for an increasing amount of time
Recognition of an obvious change happening very close
when hand is massaged
when it starts and stops
Use the Weather Poem at the end of the session to achieve full relaxation.
Communication: asking for more, choosing a part of body, like/don’t like

PD
Yoga or Movement to
Music
Learning objective:
In Movement & Physical Activity pupils are provided with opportunities to participate in basic movement actions and to increase body awareness while exploring both personal and general space.
Use:
CP Yoga session in Beech Class folder (2016-2017)
“How to be a Cloud” album for Yoga
Work on physio targets (refer to PLP’s/physio plans)

MUSIC
Folder:
Music session in Beech class music
Resonance boards
Parachute
Hot packs
Lycra
Water
Netting
Focus on:
experience musical sounds from a variety of sources
Co-actively explore a bag containing auditory objects.
allow parts of body to be used to make sounds
Recognition of a cue for music, anticipation
Communicating likes and dislikes, more and finished
Finish with:
Relaxation and hand massage.

PSED
Transfers
Collective worship/Farewell songs

Transfers
Collective worship/Farewell songs

Transfers
Collective worship/farewell songs

Transfers
Collective worship/farewell songs

Transfers
Collective worship/farewell songs